Bridging the gap

Personal understanding

**Describe**

Give an account of something, to say what it looks like or what it does, to give details about things, “What is it like?” “What does it do?”

**Dictionary definition:**

To set forth in words, written or spoken, by reference to qualities, recognizable features, or characteristic marks; to give a detailed or graphic account of. (The ordinary current sense.)

Describe

**SOLO Taxonomy**

Multistructural: a number of connections may be made, but the meta-connections between them are missed, as is their significance for the whole.

**Explain**

In addition to describe - gives reasons to justify the account. Answers the question why? Or how does it work? If the text includes “because” or “so that” it will explain something. Makes links make links, explain further, because, WHY

**Dictionary definition:**

Explain

To make clear the cause, origin, or reason of

To assign a meaning to, state the meaning or importance of; to interpret

To make plain or intelligible; to clear of obscurity or difficulty

**SOLO Taxonomy**

Relational level: the student is now able to appreciate the significance of the parts in relation to the whole.

**Discuss**

Means to examine something in detail so as to reach a decision.. This usually means that more than one perspective is put forward and actively considered It might be about compare and contrast.

Discuss

make a number of links, consider, use other examples, WHY & HOW

**Dictionary definition:**

To investigate or examine by argument; to sift the considerations for and against; to debate. (Now the ordinary sense.)

**SOLO Taxonomy**

Extended abstract level, the student is making connections not only within the given subject area, but also beyond it, able to generalise and transfer the principles and ideas underlying the specific instance.